Sunlight And Shades Of Green

Project Learning Tree Activity #42

Program of Studies

Science:

- S-P-SI-1(Ask simple scientific questions that can be answered through observations.)
- S-P-SI-2 (Use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.)
- S-P-SI-3 (Use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-P-SI-5 (Communicate (e.g., speak, draw) designs, procedures, and results of scientific investigations.)
- S-P-SI-6 (Question scientific investigations and explanations of other students.)
- S-P-LS-1 (Organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.)
- S-P-LS-2 (Behavior of individual organisms is influenced by stimuli (e.g., touch, hunger).)
- S-4-SI-1 (Ask simple scientific questions that can be answered through observations combined with scientific information)
- S-4-SI-2 (Use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.)
- S-4-SI-3 (Use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-4-SI-5 (Communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.)
- S-4-SI-6 (Review and ask questions about scientific investigations and explanations of other students)
- S-4-LS-1 (Organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.)
- S-4-LS-2 (Behavior of individual organisms is influenced by stimuli (e.g., touch, hunger).)

Core Content

Science:

- SC-E-SI-1 (Ask simple scientific questions that can be investigated through observations combined with scientific information.)
- SC-E-SI-2 (Use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.)
- SC-E-SI-3 (Use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- SC-E-SI-6 (Review and ask questions about scientific investigations and explanations of other students.)
- SC-E-3.1.2 (Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.)
- SC-E-3.1.3 (Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.)
- SC-E-3.3.1 (Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.)